CODE-SWITCHING ON TEACHER-STUDENTS CLASSROOM INTERACTION AT SMAN 4 PALOPO

A Thesis

Submitted to the Faculty of Tarbiyah and Teacher Training IAIN Palopo to Conduct Thesis Research in the Context of Completion of Undergraduate Studyin the English Education Study Program

Submitted By

WARDI

15 0202 0135

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND EMERGENCY SCIENCE
PALOPO STATE ISLAMIC INSTITUTE
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Suvervised By:

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ENGLISH EDUCATION STUDY PROGRAM
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2021

STATEMENT OF AUTHENTICITY

I who undersigned below,:

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.

2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility. In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, August 20th, 2021
Regards,

Wardi
Reg. Number: 1502020135

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Wahibah, S.Ag., M.Hum.
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TEST TEAM SERVICE NOTES

Attachment.   :

Regarding   : Thesis an. Wardi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di
    Palopo

Asalamu'alaikum Warahmatullahi Wabarakatuh.

After reviewing the revised manuscript based on the seminar results of previous research, both in terms of content, language and writing techniques for the student thesis script below:

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Study program   : English language education
Thesis title   : "Code-Switching on Teacher-Students Classroom Interaction SMAN 4 Palopo"

Then the thesis script is declared to have met the academic requirements and deserves to be submitted to be tested on the Munaqasyah exam.
This is conveyed for the next process.
Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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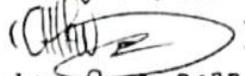
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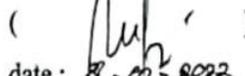
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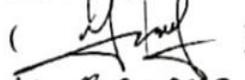
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TEST TEAM APPROVAL PAGE

Thesis entitled "Code-Switching on Teacher-Students Classroom Interaction SMAN 4 Palopo" written by Wardi Student ID Number 15 0202 0135, English Education Study Program students of the Faculty of Tarbiyah and Teacher Training at the Palopo State Islamic Institute, which has been tested in the research results seminar on Tuesday 28 December 2022 has been corrected according to the notes and requests of the Examiner Team, and was declared eligible to be submitted at the munaqasyah examination trial.

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Salawat and greetings to the Prophet Muhammad SAW. To his family, friends, and followers. This thesis is prepared as a requirement that must be completed, in order to obtain a bachelor's degree in English education at the State Islamic Institute (IAIN) Palopo. The writing of this thesis can be completed thanks to the help, guidance, and encouragement from many parties, although this thesis is still far from perfect. Therefore, the writer would like to express his infinite gratitude with full sincerity and sincerity, to:

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Hopefully it is worth worship and get a reward from Allah swt. Aamiin

Palopo, 5 November 2021

Wardi

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ABSTRACT

Wardi, 2021, "Code-Switching on Teacher-Students Classroom Interaction SMAN 4 Palopo". Thesis English Study Program Educational Departement in the State Islamic Studies Palopo Supervised by Jufriadi dan Muhammad Iksan.

This thesis discusses code-switching teacher-students classroom interaction at SMAN 4 Palopo. This study aims to determine the types of teacher-student code- switching at SMAN 4 Palopo and students views on the use of code-switching in the learning process. This type of research is descriptive qualitative which focuses on teacher-student code-switching in classroom interaction. The population is class XI MIPA 2 SMAN 4 Palopo academic year 2020/2021 which consists of 25 students and researchers only chose 5 students as informants and 1 English teacher. The results of this thesis research are: 1. There are 3 types of code-switching carried out by teacher and students in learning English, namely: a. Tag Code-switching: b. Inter sentential code-switching: c. Intra Sentential Code-switching; 2. Students perceptions of the use of code-switching in classroom interactions, namely in the process of learning English, the informants studied really liked learning languages by using code-switching in the learning process. because the informants can easily understand the material presented by the teacher to them. And in the use of code-switching by the teacher, is very beneficial for students, so the interaction in the teaching and learning process becomes active.

Keyword: Code-switching, interaction teacher and students

CHAPTER I
INTRODUCTION

A. Background

It is widely comprehended that in EFL teaching, the teacher holds a very important role to encourage the students in using English but as a foreign language, teaching English in Indonesian has its challenge for the teacher to make students are able to use that language orally or written. Furthermore, the English syllabus in Indonesian obviously states that students should strive towards developing their ability to use English for communication. Moreover, students should develop their oral ability to speak and communicate in various environments to express, describe, explain and motivate their own opinions (Jakobsson, 2010:7)[1] This makes English teachers face a challenge in teaching these students for they still have not achieved a strong foundation in the language. Hence, there is a tendency for teachers to switch between two languages, English and the students' first language Indonesian, while teaching. Therefore, lots of strategies have been applied in order to find the best way to transport the English materials to students.

In many cases in the English teach ing process, the full use of English in the classroom may confuse the students in comprehending the materials. It is considered to take more time for the student, even for the English Department student in Indonesian which is mostly passive English speakers to slowly translate the teacher

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[1]Jakobsson, C. Study. *Of code switching in four Swedish EFL classroom.* (Moderna Sprak Engelska, 2010).

speech to Indonesian before they can really get the point of the materials. Hence, switching the language between mother tongue and English as the lingua franca in the classroom becomes one of the solutions for the teacher in delivering the English materials to the EFL classroom. Shortly, the process is called *Code Switching*. Cook came up with the notion that *code switching* is the process of "going from one language to the other in mid-speech when both speakers know the same languages".[2] In the classroom context, *code switching* seems to be an essential bridge that provides a way for the teacher to help students to become effective English communicators through formal teaching and learning process. Some teachers pay extra attention to *code switching* since it is believed to be a sign of deficiency in their students. Moreover, some recent studies suggest that *code switching* plays an important role in second language acquisition and its use might be an important competence when used correctly by speakers of several languages (Halmari, 2004)[3]

  The phenomenon of code switching used in EFL teaching has happened in almost all of the EFL teaching in Indonesia including in SMA Negeri 4 Palopo. After conducting preliminary observation, the researcher found that the English teacher in this school used code switching in English teaching.

  The researcher has observed the case of code switching when the researcher did the internship program (Program Pengalaman Lapangan) in SMA Negeri 4

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[2]Cook, V. Second language learning and language teaching (3rd ed.). 2001. Great Britain: Oxford University Press Inc

[3]Halmari, Helena. Code-switching patterns and developing discourse competence in L2. 2004. Second Language Learning.

Palopo. The teachers there often use code switching to Indonesian or Indonesian to English when they explained the materials. The teachers do code switching when they gave an instructions, advices or jokes to the students.

Based on the researcher is experienced during the internship program, the researcher found that some students had less motivation in English learning, they did not understand what the teacher said and they say to ask more explanation from the teacher. Sometimes, they did not pay attention to what the teacher explains. It affected their score, they got unsatisfying scores. Since English was not their mother tongue, it became harder for the English teacher to teach them. It was possible for the teacher to do code switching because it was beneficial to both students and teachers.

By implementing code switching in English learning is very helpful for teachers to deliver materials to students and students also more easily grasp the materials provided when the teacher used code switching in the delivery of material or when the teaching and learning process takes place. So that communication between teachers and students is more directed.

Therefore the researcher want to do research under the title "code switching on teacher-students classroom interaction at SMA Negeri 4 palopo" Indonesia is a multilingual country.

B. Problem Limitation

This research is specified to the use of code switching on teacher-students in the classroom. It involves not only code switching between English and Indonesia,

but also Indonesia and English. In this research, researcher focused on the type of code switching used by teacher-students and students perceptions of the use of code switching in English Classroom teaching.

This research was conducted in SMA Negeri 4 Palopo, it discussed code-switching only in SMA Negeri 4 Palopo, especially in English, it was not discussed code-switching in other subjects or other places.

C. Problem Statement

Based on the background, the researcher formulated the statement of the problem as follows:

1. What are the types of code switching performed by teachers and students in learning English at SMAN 4 Palopo?

2. What are the students perceptions towards the use of code-switching in the classroom interaction SMAN 4 Palopo?

D. Objective of research

From the formulation of the problem above, the objectives to be achieved are:

1. To explain the types of code switching carried out by teachers and students in Indonesian language learning at SMAN 4 Palopo

2. To explain the student perceptions towards the use of code switching in Indonesia language at SMAN 4 Palopo.

E. Significance of the Research

By doing this research, the research analyzes the fact of teacher code switching in the classroom.it expected that:

1. The result of this research hopefully would be valuable and use full for the researcher herself and another researcher in the next study especially for study of sociolinguistic.

2. The study will give descriptions of teachers code-switching in the classroom and the possible reasons.

3. Though this research, the research is supposed to be useful as a reference in teaching English.

F. Benefits of the Research

This research is expected to have benefits, both theoretically and practically.

1. Theoretically

This research is expected to increase the wealth of research in the field of Sociolinguistics, especially regarding the form of code- switching in teacher-student communication. And is expected to be useful as reference material for other researchers who want to conduct similar research.

2. Practically

This research is expected to explain the forms and factors that cause code-switching in teacher-student communication at SMA Negeri 4 Palopo.

CHAPTER II

THEORITICAL REVIEW

A. Previous Relevant Research

Previous research in question is to find out the relation with similar research that has been carried out by academics; this is to determine the location of similarities and differences with previous research.

Nilsson Rickard. (2019). Code Switching in the Swedish EFL Classroom. The aim of this case study was to investigate upper-secondary school teachers' and compulsory school teachers' beliefs and practices regarding code switching to the L1 in the EFL classroom. Additionally, the secondary aim of the paper was to figure out if the teachers' choice of language during foreign language education was affected by the formulations on target language use in the national guideline documents of education. In analyzing the data, qualitative method was used. The finding showed that the main differences found between the compulsory and upper-secondary school teachers were that the compulsory school teachers were more accepting of using the L1 when they deemed it necessary and that they found code switching to be a useful tool more so than the upper-secondary school teachers. Regarding practices of code switching, the upper-secondary school teachers, according to the answers of the interviews, used less English in their education. However, when dealing with more difficult subject matters such as grammar, some upper-secondary school teachers said they used Swedish as an aid. The compulsory school teachers also mentioned

grammar but also instruction-giving and feedback as occasions where Swedish was used. Another interesting finding was the fact that the compulsory school teachers, from what was gathered in the interviews, were more likely to adapt their language in relation to the recipient. Lastly, when asked about whether or not their chosen language was affected by the national guideline documents, the answers given differed. For two of the six upper-secondary school teachers, their language was according to them clearly affected by the guideline documents. Two more of the six upper-secondary school teachers stated that there was an effect but to a smaller extent. The last two informants said that there was no significant effect on their teaching. In comparison, the compulsory school teachers all more or less stated that there was no effect from the national guideline documents in how they used their language, which is logical since they do not give instructions for language selection.[4]

Rezvani, E and Rasekh, E.A. (2011) with the research title "Code Switching in Iranian Elementary EFL Classroom: An Exploratory Investigation". In this research, they tried to explore the patterns of language switching between Iranian EFL teachers and the function of these transfers between English, the target language and Farsi students, L1. The result of this research showed that the *code switching* distribution patterns of the four teachers were quite similar. Thus, the units consisting of mixed varieties of the four teachers' switches are put together to make the comparison of the three types of switch patterns possible. Inter sentential switching 79% far exceeded intra sentential switching 18% which was in turn more than tag

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[4] Rickard Nilsson, *"Codeswitching in the Swedish EFL Classroom"* (2019).

switching 3%. Inter sentential switching involves switching at the sentence boundaries or between sentences. They also found that the *code switching* was used by teachers for instruction (that is, directing students to complete an activity), efficiency (that is, ensuring the optimal effect of communication), translation (that is, from target language to L1), praise and encouragement, correction, explanation (that is, elaborating on a certain points grammar) and discipline (that is, classroom management).[5]

Yulandari, R., Muhaimi, L., and Aziz D., (2018) in their research under the title "Code Switching in Classroom Discourse: A Sociolinguistic Study". This study investigated the most frequently *code switching* used by the two classrooms of English Department, a university of Mataram, the function of *code switching* practiced by the two classroom of English Department, and the implication of *code switching* towards the teaching and learning situation in the two classrooms of English Department. There were 10 students and two lecturers from two different classes as the subject of this study and the data were analyzed qualitatively with the descriptive qualitative method. After analyzing the data, the researchers found that: 1) there are three types of *code switching* used in the classroom, they were: tag switching, inter sentential *code switching,* and intra sentential *code switching* and the most frequent types of *code switching* used was intra sentential switching. 2) There were two functions of code switching used in the classroom observed, translation and

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[5]Rezvani, E and Rasekh, E. A. "Code Switching in Iranian Elementary EFL Classroom". *English language Teaching*, 4. no. 1. (March 2011).

communication used. 3) From 10 students were interviewed, all students said that the situation of the classroom with more language switch within is more fun and enjoyable. The students also found the selves free to explore their English and practiced it without being afraid of making mistakes. The material was also easier to understand.[6]

From the three previous studies above, they have some similarities and differences between this research's. The first similarity is about the research theme, where in general, the theme is about the use of code switching in the classroom. The second is the method in analyzing the data. The first and the third researchers analyzed their research finding qualitatively.

Meanwhile the differences are the research question. The first research investigated the most frequent types of code switching used by the two classroom of English Department, a university of Mataram, the function of code switching, and the implication of code switching towards the teaching and learning situation in the two classrooms of English Department. The second research investigated about teachers' patterns of language alternation, and the functions of such alternations, between English, the target language, and Farsi, the learners' L1, and the third researcher investigated about teachers' beliefs and practices regarding code switching to the L1 in the EFL classroom and to figure out if the teachers' choice of language during foreign language education was affected by the formulations on target language use

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[6] Yulandari, R.,Muhaimi, L., and Aziz D., (2018) Code Switching in Classroom Discourse: A Sociolinguistic study. Jurnal Ilmiah Profesi Pendidikan Volume 3, Nomor 2, November 2018:197-204. P ISSN:2402-7069; e-ISSN:2620-8326

in the national guideline documents of education, Meanwhile this research wants to know the functions of code switching and the teacher's response on the use of code switching in teaching English. The other difference is the level of the research subject. The first researcher did the research in university, the second in elementary school, the third in upper-secondary school and compulsory school while this research will be conducted in vocational high school.

B. Theoretical Review

    1. Definition of Sociolinguistics

        Sociolinguistics is concerned with the diversity of language as it relates to various sociological factors. Some of the earliest attempts to deal, with linguistic were the linguistics atlases, which indicated the location and frequency of particular pronouciationions and lexical items within a geographical area. By drawing isoglosses that are later correlated with geographical, political, and cultural boundaries, linguistic geographers provide a sketchy, first approximation to a sociolinguistic description.

        Linguistic have also tried to capture the diversity of language by analyzing dialects. Although the concept dialect is somewhat questionable, it is frequently used to discuss the speech of individuals who share many linguistic characteristics at a particular time, such as American black and the lower middleclass residents of Brooklyn. Linguistics diversity is increased by the existence of lingua fracas, which sometime takes the form of pidgin languages. A pidgin may develop into a creole language. A more complete approach to

sociolinguistic correlates linguistic variable with sociological factors socioeconomic class, age, sex, ethnic group, and orientation toward the community.[7]

The relationship between language and society, or of the various suctions of language in society, should begin with some attempt to define each of these terms. Let us say that a society is any group of people who are drawn together for a certain purpose or purposes. By such a definition "society" becomes a very comprehensive concept, but we will soon see how useful such a comprehensive view is because of the very different kinds of societies we must consider in the course of the discussion that follow. We may attempt an equally comprehensive definition of language: a language is what the members of particular society speak. However, as we will see, speech in almost any society can take many very different forms, and just hat forms we should choose to discuss when we attempt to describe the language of a society may prove to be a contentious matter. Sometimes too a society may be pluralingual; that is, many speakers may use more than one language, however we define language. We should also note that our definition of language and society are not independent: the definition of language includes in it a reference to society.[8]

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[7]Edwin Gentzler , "Translation Theory: Monolingual, Bilingual or Multilingual," *Journal of Translation Studies*, 9, no. 1 (February 2006): 106. Accessed on 28 th September 2018

[8] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, second edi. (New York NY 10016, USA: basil blackwell, 1986).

2. The Concept of Code-switching

   a. Definition of Code

Codes are a symbols to explain or convey an ideas in other to be more understandable by a receiver while they make an exchange. Code is a language or variety of a language. The term of code refers to each kind of system used to communicate by two or more speakers. In a complete popular scientific dictionary, code is a sing of words that have a specific purpose to vouch the confidentiality of the news and etc. Based on the above, code is a symbol, a sign that explain the language system use in communication. Code in sociolinguistics includes language functions code switching and code mixing.[9]

Kridalaksana said that in a research Muhammad Rohmadi and Tri Sulistyo "code" is.

1) A symbol as a system expression that is used to describe a certain meaning human's beings language is a kind of code.

2) Language system in a community.

3) A certain variation in a language.

Based on these opinions it may be said that it refers to language and to every variety of languages. The code is a real variant used. In other words, a code is part ofa language speech.[10]

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[9] Farida Hamid, *Kamus Ilmiah Populer Lengkap* (Surabaya: Apollo-Surabaya, 2010).

[10] Muhammad Rohmadi and Tri Sulistyo, "Alih Kode Dan Campur Kode Dalam PembelajaranBahasa Indonesia Di SMA," *Paedagogia* 17, no. 1 (2014): 29.

b. Definition of Code-Switching

Reviewed from sociolinguistic is studied to comprehend why the people master two or more languages and changed their conversation based on the situation or topic discussion . In changed the utterances involved words, phrases, clauses, and some sentences.[11]

Code-Switching is explained as a skill to speak bilingually. Code-switching is the term in linguistic that refers to utilizing more than one language or various in conversations. Sometimes, the speaker found the problem when they speak with the other bilingual. So, they changed their language in one code another language to make the hearer understand. Sometimes, they do this way with the same language background.[12]

Code-switching is a transition event from one code to another in the use of language. However, because in a code there are several possible variations of language (regional variation, social class, variety, style, and register) then the event of code-switching may be in the form of variant switching, style switching variety, or register to switch. Such transitions can be observed through sound,

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[11]Irul Dwi Fitriani, "Code-Switching Used By Students In A Speaking Class Activity," *Language Circle Journal of Language and Literature,* VIII, no. 1 (October 2013): 56. Accessed on 15 th August 2018.

[12]Fitrah Aulia Ansar, "Code - Switching and Code Mixing in Teaching - Learning Process," *English Educational: Jurnal Tadris Bahasa Inggris,* 10, no. 1 (2017): 31. Accessed on 12 th August 2018.

form, sentence structure, and discourse.[13]

Code-switching is a symptom of switching language use due to changing speech situations. The occurrence of the language switching event is determined by the relationship between the speaker and the speech partner, the presence of a third party, and profit-taking. Furthermore, the phenomenon of language switching in question can be seen in the act of communication of the English teacher. In this case, the teacher shifts his communication from Indonesian to English, or vice versa, when communicating the teaching and learning process in the classroom. For example, in the context when the English teacher opens the lesson, he uses English. However, when the English teacher gives advice or reprimands his students, he prefers to use Indonesian. An example of an act of communication that is code-switching in this situation is as follows.

Ronald Wardhaugh explained that code - switching is one of the strategies in conversation that people used to destroy the group's boundaries, to create the right and duty in the individual relation. On the other hand, Gumpers argued code-switching is strategies in conversation, the goals i t to convey the social meaning.[14]

The Hymes argued code - switching as an alternative in used two or more

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[13]Hana Maszein, Sarwiji Suwandi, Sumarwati, Code Switching and Code Mixing in the Interaction of Indonesian Language Learning at Sma Negeri 7 Surakarta, *BASASTRA Journal of Language, Literature, and Teaching* 7, no. 2, (October 2019): 64

[14]Mujiono, "Code-Switching in English as Foreign LanguageInstruction Practi ced by the *English Lecturers at Universities," International Journal of Linguistics,* 5, no. 2 (April 2013): 50. Accessed on 21 st September 2018.

languages, the kinds of language, or just as speech stylish.[15]

From the definition above, the writer concludes that code - switching is an alternation language used by the people when they don't know the equal language in Indonesia, or it can happen caused they want to look more impressive, closely with the others, etc. So that they change their language into English for their purpose each other.

3. Code-mixing

Code mixing is the mixture of two or more language or language varieties in speech.[16] Muysken mixing defines the code for all cases in which the lexical items and grammatical features of the two languages appear in the same sentence.[17] Hock and Joseph proposed that code-mixing occurs when words are intended to be conveyed are placed or inserted into the grammatical structure of another language. They also differentiate code-mixing from lexical loans. Blanc and Harmers refer to the mixing of the code as a strategy to transfer elements of all levels and linguistic units ranging from lexical items to the sentence. Later, they said that it was difficult to differentiate between code-mixing and code-switching. Code mixing is a lack of competence whereas code-switching does

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[15]Ngozi U. Emeka – Nwobia, "Code - Switching In Igbo - English Bilingual Conversations," *British Journal of English Linguistics*, 2, no. 3 (December 2014): 2. Accessed on 21 st September 2018.

[16]Ginanjar Sukoharjo. *A Sociolinguistic Analysis of Indonesian-English Code Mixing Found in Samsung Mobile Phone User Manual.* (UNISMU.Surakarta, 2012), 3.

[17]Eunhee Kim. Reason and motivations for code mixing and code switching. Pdf. TESOL

not.[18] Then Praf says that code mixing is a conversation that involves the deliberate mixing of two languages without changing the topic or related situation.

Moreover, code-mixing will be defined here as the alternation of two or more languages within a sentence. Language alternation of this kind is fluent, rapid, and unmarked by hesitation phenomena and represents the output of a bilingual who is a competent speaker of each of the individual languages. Code mixing represents the realization of his/her ability to use elements of each within a single sentence, given the appropriate and sociolinguistic context for the use of more than one language. Code-switching is defined as that language alternation that occurs between sentences, as opposed to within sentences.[19]

"In bilingualism will often found person alternating language or language variety, this depends on situation or language need. For example when in conversation with P suddenly Q comes and he does not know A language so that the speaker A and P want to receive Q and this situation is called code-switching. Another situation language is when people mix two or more languages or various languages in a discourse, speech acts without the need to mix languages in this situation are just relaxation of the speaker or the ability, this code-mixing.[20]

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[18]Sinhala. English code-mixing in Sri Lanka A Sociolingustic Study.

[19]Hamzah Moradi Ph. D. 2014

[20]Masruddin. P. 50-51.

From many opinions can be defined that code-mixing is using two or more languages because of habit. Using the term code-switching in this research because code-mixing is neutral than code-switching. It is the same with Muysken proposed a typology of code-mixing and subsumes code switching under the typology by equating it with alternation which is one of the three types of code-mixing proposed, thus avoiding the term code-switching. The term code-switching, according to Muysken, is not appropriate for general types of code-mixing because it separated too strong a phenomenon from borrowing and interface phenomena. He prefers to use terms like code-mixing.[21]

4. The aspect of Code Switching

Code-switching divided into two types by Wardaugh: situational code-switching is occurring when the language used by the speaker changed from a situation where the fluent speaker finds themselves they speak in the same language in one situation and the other different one. Metaphorical code-switching is occurring when the alternation topic needs alternation in the language used.[22]

Alternation code of situational occurs when there is an alternation in a situation caused by the bilingual change from one code to another code. In case,

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[21]Ibid., Hamzah Moradi

[22]Ronald Wardhaugh , *An Introduction to Sociolinguistics,* (Fifth edition published 2006 by Blackwell Publishing Ltd 2006), 106. Accessed on 21 st September 2018.

the situational change involved the setting, audience, or norm of interaction. Meanwhile, metaphorical code - switching occurs when there is alternation in perception, the goal is the topic discussion about factors. The end of this kind involved such as the act of sequence, or the key, and it's not the situation. The bilingual the alternations the codes as metaphorical probably try to change the feeling of hearer or audiences toward the situation.[23]

a. Example of situational code - switching:

Ari: Menurutku, semuanya karena mereka tidak tahu persis artinya, Mike,...

Alex: Hi, Ari.

Ari: Eh, What are you doing here Alex? Alex, this is my friend, Mike, from Jakarta.

Mike: Hi Alex. Nice to meet you.

Alex: Nice to meet you too. What are you talking about?

Ari: Nahh, ini dia kita bisa... Alex, can you help me?

b. Example of Metaphorical Code Switching:

Amir: We have the plan to go there ...nah tempat itu biasa kita pakai untuk renang (swimming), and we are fishing, drinking, singing, having fun, ok

Rudy: Then, we are surfing,... terus, kepala jadi Puyeng - puyeng (feeling dizzy) deh...ha..ha..ha

Amir: Do you want to join, Jimmy?

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[23]Laila Zulfa, *Code-Switching in English Teaching-Learning Process Of English as A Foreign Language (EFL) Classroom,* (Semarang: Walisongo State Islamic University, 2016), 20. Accessed on 21 st September 2018.

Jimmy: With my pleasure.

5. Types of Code-Switching

Code switching can be classified in accordance with two different classifications named here grammatical and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.

The grammatical classification results in three types of code-switching, namely tag-code-switching, inter-sentential code-switching and intra-sentential code- switching.[24]

a. Tag code switching

Tag switching occurs of inserting a short phrase in one language in utterance the other way thoroughly in another language. This code occurs the most easily because tag - switching contains the limitation of syntax. So, this alternation not contravenes the rules of syntax when inserting in sentences that are given in L1 by Hammer and Blank. Tag - switching includes interjection, fillers, idiomatic expression. Examples of common English tags are "you know", "I mean" and "right".

b. Inter-sentential code switching

Inter sentential code - switching occurs where one clause or sentence in one

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[24]Made Iwan Indrawan, *Sociolinguisticts: The Study of Society"s Languages,* (Yogyakarta; Graha Ilmu, 2010), 75-78.

language and the next sentence in the other language. This code usually used for repetition. Eldin and Mac Swan explained that inter - sentential code - switching occurs in the same language or between alternations of the speaker. This alternation needs continuity in both languages. So, the speaker able to follow the rules.

Example: Nah. Macik dah kata Kan. Kamu ni sakit. I will carry you to the hospital.

Translation: (That's why. I knew w it. You are having a sick. I will carry you to the hospital).

c. Intra-sentential code switching

Intra sentential code-switching occurs in the middle of the sentence. This code indicates the characteristic of ideal bilingual and occurs in fluent bilingual.

Example: Iya budaya, culture . Culture nya kalau untuk orang Indoseia lebih unique .

6. Reason for code-Switching

a. Code-Switching

There were a number of possible reasons why to do code- Switching from one language to other. Many books generally state that:

1) Speakers

A speakers often do code-switching to get advantages from what he or she code- switched. Some speakers code-Switching because their habit.

2) Partners

Partners can cause to do code-Switching, for example, a speakers want to balance the partners' language skill. Partners can be an individual or a group.

a) Present of three person, Present of three person which comes different background from the speaker can cause to code-Switch because the three person status also determine which language that shall be used.

b) Changing from formal to informal situation or informal to formal situation. The formal situation to informal situation happen in the class and out the class, in the office and out the office, etc. which depends on the language background of the speakers and partners.

c) Changing of topic discussing from one topic to other topic can cause to do code-Switch in communication.

A factor of a relationship between speakers with his counterpart could determine the code is over. When the speakers' speech is set to the some language with speakers, this cause occurs just as transcripts of variants (either region or social), variety, style, or register. Whereas when a set of speakers is not the same as a speakers. So the transcripts the code switching that happened are the transcript of language. In communication of learning process in the class, is correlate teacher between her student had not the same language, and the event of code switching that happened is the transcript of language.

Nababan claims that the study of the use the language is referred to with

"language ethnography". Element in the language and how it relates to the different from and selections of languages are as follow:

(1) Who is talking to who

(2) About what

(3) In a situation

(4) To what

(5) With the line (writing, body, telegram, and other so on)[15]

(6) Variety of language

In other parts, Nababan stated that a language attitude was also it has played strong in the language switching (language shift). Further, Nababan state that the language situation can be affecting events over code are consisting of factors who defining the language of instruction, such as cast as well as, location, the line, purpose and other.[25]

7. Functions of code-Switching

Code-switch passages are clearly identifiable either as direct or reported speech. It also serves to direct massage to one of the several possible addresses (addressee specification). Code-switching serves to mark an interjection; to repeat an massage either in literal or modified form; quality construction as sentences and verb complements or a predicate following copula massage qualification.

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[25]Nababan, P.W.J, *Sosiolinguistik: Suatu Pengantar*, Cet. II (Jakarta: PT. Gramedia, 1984), 69.

Another category serves to relate such things as the distinction between the talk about action and talk as an action; the degree of speaker involvement in, or distance form, a massage; whether the statements reflected to a personal opinion or knowledge, or reference to a specific instanced, or whether it has the authority of a general known 17 fact (personalization or objectification). Meanwhile, the last category is intended di facilitate the speaker when he faces difficulty in finding the right word at the time of speaking.[26]

8. Classroom Code - Switching

Code-switching as a consequent in a bilingual class, even though some of the teachers unlike this way, but code-switching begin to use in teacher and students' discourse. So, people have to comprehend the function between L1 and foreign Language and basic reasons. Gumperz claimed, code-switching in the classroom will regard as a form of situational switching.[27]

Lin definition classroom code-switching an alternation language users, this alternate more than one code linguistic in the classroom by one of the class participants, for example, the teacher, students, and co-teachers.[28]

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[26]Elizabeth Marasigan, *Code-Switching and Code-Mixing in Multilingual Socies*, (Singapore: Singapore University FroSEAMO Regional Language Center, 1983), 39.

[27]Lailina Zulfa, *Code-Switching in English Teaching-Learning Process Of English as A Foreign Language (EFL) Classroom,* (Semarang: Walisongo State Islamic University, 2016), 26. Accessed on 21 st September 2018.

[28] Angel Lin, "Classroom code -switching: three decades of research". *De Gruyter Mouton, Applied Linguistics Review,* 4, no. 1, (January 2013), 195. Accessed on 22 nd September 2018.

9. Teacher and Student Interaction

Interaction is a collaborative exchange of thoughts, feelings or ideas between an educator and students or between a student and other students.[29] The interaction of educators and students can be categorized as an intensive and systematic social contact that requires a mechanism related to controlling and commanding actions. In class interactions, teachers have power and control over students, students as teachers' speech partners in class have a lower status so that they can be regulated within certain limits. The possession of power and control over students is a special role of the teacher in the classroom.

Classroom management is to build a conductive classroom atmosphere and support students to interact in a meaningful way so that it can help the development of students in the learning process.

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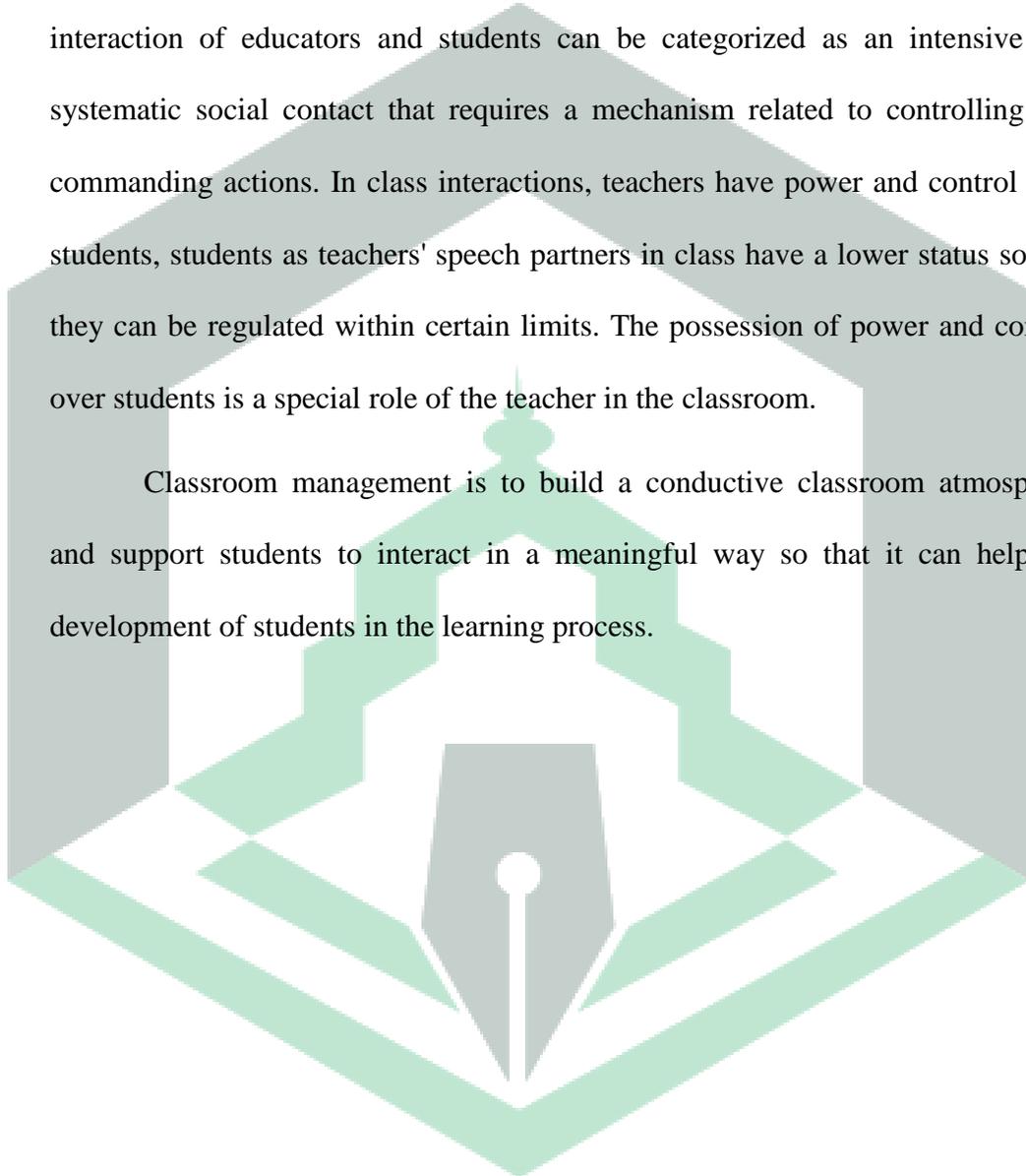
[29]Brown, H. *Principles of Language Learning and Teaching.* (NJ: Prentice, 1994), 159

CHAPTER III

RESEARCH OF METHOD

This chapter presents the aspects related to research method. They are: research design, the location and time of the research, the source of data, technique of collecting data, instrument of the research and the technique of data analysis.

A. Research design

In conducting the studies the researcher used descriptive qualitative as a research method. Descriptive research was the research that was intended to describe the situation and condition to be explained in the research report.[30] It was the process of learning that the researcher tried to describe and it was in line with the statement of the problem conducted by the researcher in previous chapter. These researches describe something in real situation. The descriptive research was not to examine the hypothesis but it's ho wed the data in the research field. The purpose of this research was to describe code - switching in English teaching learning in the classroom at the seventh grade of SMA Negeri Palopo of the using code switching.

Qualitative Descriptive studied was theoretical of all the qualitative approach to research and the goal of qualitative descriptive studies is comprehensive summarization, every in term s, of specific events experience by individual or groups individuals.[31]

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[30]Suharsimi Arikunto, *Prosedur Penelitian,* cet. VI (Yogyakarta: PT Rineka Cipta, 2010), 3.

[31]Lambert, Vickie A., and Clinton A. Lambert, "Qualitative Descriptive Research: An Acceptable Design," *Pacific Rim International Journal of Nursing Research.*16, no. 1 (Juni 2012): 255.

From the explanation above the researcher concluded that qualitative research methods was development in social event. By using the qualitative method, the type, the functions and the reason of code-switching to be figured out.

B. Location and Duration of the research

The location of this research was SMA Negeri 4 Palopo which in balandai at street KH. Muhammad Kasim No. 10, Palopo city. The researcher selects SMA Negeri 4 Palopo because there teacher as the English teacher often use two languages in teaching learning process, it's suitable with the focus in this research. In contrast, this study took place in a class of English learning in SMA Negeri 4 Palopo. The research will be held in three months, by collecting the data of observation, interview and documentation at SMA Negeri 4 Palopo.

C. Data Sources

Data sources used in this study are divided into two types of data sources, namely:

1. Primary Data is data obtained from researched sources. What was done with direct interviews with the resource persons of this study were teachers and students.

2. Secondary data, namely library materials derived from books relating to the problems studied by researchers.

D. Data Collection Techniques

The data collection process, the researchers used several techniques as

follows:

1. Observation

      Observation is one of the research instruments used in this study to collect more concrete and reliable data about the phenomenon of teachers-students " code switching in English as classroom interaction. Also, it provided the ability to observe and inspected their behavior in natural environment.

      The technique was observation and listening without participation. That was, researchers did not discuss the teaching and learning process. In this case the researcher discussed and listened to the discussion between the teacher and students in the teaching and learning process in the eleven class through language using the code switching. Data collection began on September 2021. In addition in the classroom, the researcher that observed every interaction that occurs during the learning process to found out the types of code switching and function used. In this case the researcher focused on the types of code switching likes: Inter-Sentential, Intra-Sentential and Tag Switching.

2. Documentation

      The logical technique was recording documentation. Documentation was one of how to provide multiple documents using multiple accurate evidence by paying attention to some information. In this case research, notes carried out by the researchers themselves. The researcher wrote (notification) student communication in accordance with communication as a source of information.

Researcher must record the communication between the teacher and the student before writing it on the notes. Notes make to classify data included in code switching and their types and functions.

3. Interview

The first technique of data collection was interview. Interview was conversation with a purpose it may be the overall strategy or one of several methods employed in a study. Interviewing varies in terms of priori structure and in latitude the interviewee has in responding to question. An interview was useful way to get large amounts of data quickly.

In this research, the researcher will did the interview with the teacher and students to elicit information about the functions toward the using of code-switching and to get details information.

E. **Instrument of the research**

In collecting the data, the research used three kinds of instrument, namely interview (list of structured question) Observation (check list) documentation (notes, audio record).

F. **Techniques of analysis data**

After the researcher conducted direct observation in the classroom, and conducted interview to teacher and students, the next step was analysis the data. Analysis data was the activity after collecting all of the data from the respondent. Where the analysis data using the same steps:

1. Coding the data on basis of code use the types of code switching. The researcher will examine recording and will take notes code switching happen in speaking in the classroom.

2. Coding of each data sample were utilized according its potential types of code switching.

3. The researcher classifies the data which contained code-switching and each

Types. The data which contained code-switching as data of investigation. The code-switching utterance and its types that made by teacher in teaching learning process.

Table 1. Code switching types, frequency and percentage

code switching type	Frequency	Percentage

1. Each type was re-examined carefully to ascertain that it accurately represented the nature of its supporting data from interview.

2. verification was done through studying the theories of types of code switching, looking at the data (by recording and writing) and confirming

with the calculating data of English-Indonesian code switching practiced by English participants in the classroom. In calculating the occurrence frequency of each the type of code switching, the researcher use following formula:

$$\% \text{ of CS} = \frac{frequence\ of\ CS\ utterance}{All\ the\ utterance\ in\ the\ Classroom} \times 100\%$$

CHAPTER IV
FINDING AND DISCUSSION

A. FINDINGS

1. **Data Description**

a. the History of SMAN 4 Palopo

SMAN 4 Palopo is a public high school (SMA) located in the province of South Sulawesi, Palopo City Regency which is located at Jl. Balandai Palopo Mangrove. This school uses the 2006 curriculum as KTSP and Islam as the main guide for its religious education.[32]

The profiles of the SMAN 4 Palopo school are:

1) Name of school: SMA Negeri 4 Palopo

2) School statistics number/npsn: 301196201002/40307804

3) school type : A

4) School address: Street Bakau Balandai

5) districts: Bara

6) City: Palopo

7) Province: Sulawesi selatan

8) Telephone/mobile/fax: 0471 – 21475

9) Website: www.sman4plp.sch.id

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[32] TU staff of SMA NEGERI 4 Palopo, school profile, 13 september 2021

10) Email: sman04plp@gmail.com

11) School Account Number: 298254727

12) Bank name: BNI

13) Office: Palopo branch

14) Account holder: SMA Negeri 4 Palopo

15) Status: Country

16) School accreditation score: A

The establishment of this school was carried out to meet the educational needs in South Sulawesi, especially in Palopo City. As a forum and vehicle for creating human resources who are knowledgeable, qualified, and have noble character as a mandate for "national education goals" based on Pancasila and the 1945 Constitution.

Previously, the existence of SMAN 4 Palopo began with the establishment of a teacher education school (SPG) then in 1993 under the leadership of Drs. Zaenuddin Lena then SPG changed its function to SMAN 4 Palopo and all school activities were centered on Jalan Bakau, Balandai City, Palopo.

Since the change in the status of SPG Palopo to SMAN 4 Palopo, this school has developed both in terms of the number of students and the competence of students.

From year to year SMAN 4 Palopo has experienced significant changes, seen from the conditions of development and adequate facilities as well as various kinds of achievements obtained by students of SMAN 4 Palopo. This school has

won many awards from the Regency/City level, the provenance level to the National level. Not only that, but they also won many championships in various competitions, both in the academic and non-academic fields, this success continues to this day.

Since the transition from SPG status to SMAN 4 Palopo, the change in school leadership has been carried out 7 times, namely:

1) Drs. Zaenuddin Lena (1991-1999)

2) Drs. Jamaluddin Wahid (1999-2003)

3) Drs. Masdar Usman, M.Si (2003-2006)

4) Dra. Nursiah Abbas (2006-2009)

5) Drs. Muhammad Yusuf (2009-2012)

6) Drs. Muhammad Yusuf (2013-2015)

7) Alimus, S.Pd (2016-2017)

8) Drs. H. Esman, M.Pd (now)

b. Vision of SMAN 4 Palopo

"Sekolah berbasis IMTAQ, menguasai IPTEK berprestasi dalam olahraga dan seni, memiliki kreatifitas, serta berpijak pada budaya bangsa".

c. Mission of SMAN 4 Palopo

1) Develop religious competence by instilling belief in the greatness of God Almighty.

2) Develop academic competence which includes knowledge, skills attitude in order to increase knowledge and technology insight.

3) Improving effective and innovative learning methods in accordance with the demands of the times.

4) Developing information and communication technology facilities and networks in the learning process activities.

5) Creating a safe and conducive learning atmosphere through a steady and strong school resilience.

6) Instilling the spirit of the nation's culture in students based on professional skills.

7) Exploring the potential, talents, and interests of students in the fields of sports and arts.

8) Cultivate students' creativity in conducting scientific research and entrepreneurship

d. School goals

1) Realizing noble moral behavior for students.

2) Produce graduates who are able to compete in the academic field to continue their education at a higher level.

3) Produce new learning methods that can activate students in the learning process.

4) Produce students who are able and proficient in using information and communication facilities.

5) Ensuring peace or coolness of students and educators in the school environment.

6) Produce students and graduates who excel in sports and the arts.

7) To produce students who are responsive and skilled in responding to global challenges that are efficient for the community.

8) Produce students who are able to conduct scientific research and have life skills.

9) Realizing the mindset of students who are aware of the nation's culture.

e. The state of the facilities and infrastructure of SMAN 4 Palopo

Facilities and infrastructure are some of the supporting factors that greatly influence the process of teaching and learning activities. In addition to teachers, students, and staff. Facilities and infrastructure are also the supporting factors that are very influential in the learning process and in the implementation of prayer.

The state of facilities and infrastructure is very useful to assist in the learning process at SMAN 4 Palopo, especially those that are directly related in the classroom because complete and good facilities will ensure the achievement of learning objectives.

The results of the research conducted by researchers at SMAN 4 Palopo, the results showed that the condition of the school had quite good facilities and infrastructure in supporting the successful achievement of the learning process. Based on the results of observations regarding the state of the facilities and infrastructure of SMAN 4 Palopo, it shows the conditions that indicate good supporting facilities in supporting the teaching and learning process while still

paying attention to the minimum standards to achieve the success of the learning process.

f. The condition of the teacher at SMAN 4 Palopo

Basically, the teacher is one of the most important factors in education as a special teaching subject as a facilitator of Islamic education to direct, foster, and guide students towards a better direction.

The condition of teachers at SMAN 4 Palopo shows a good role and professionalism in their respective fields. In addition, the number of teachers has met the criteria to become teachers. Based on the results of research in the field, it is known that the condition of teachers or teaching staff at SMAN 4 Palopo has 53 teaching staff, with D3 totaling 4 people, S1 totaling 43, and S2 totaling 6 people. The complete number of teaching staff and the condition of teachers at SMAN 4 Palopo for the 2021 academic year can be seen in the appendix.

The teacher data above can show that the teacher at SMAN 4 Palopo is quite adequate, however, the teacher must continue to develop his knowledge and function as an educator to the fullest. The teacher as an educator or teacher is a factor that greatly influences and determines the success of educational efforts. Being a teacher must be able to have extensive knowledge about education both within the school and outside the school scope and have creative thinking, especially in the teaching and coaching process.

g. The situation of students at SMAN 4 Palopo

Students are one of the factors that determine the smooth process of

teaching and learning activities. Based on the results of the study obtained data regarding the number of students in class X amounted to 188 people consisting of 73 male students and 115 female students.

Class XI totaled 174 people consisting of science and social studies classes, namely 101 science classes with 30 male students and 71 female students, while the IPS class consisted of 73 people, with 41 male students. and 32 female students.

Class XII is 244 people consisting of IPA class and IPS class IPA is 133 people with 51 male students and 82 female students. Meanwhile, there are 111 social studies classes with 51 male students and 60 female students. So, the total number of students at SMAN 4 Palaopo is 606 people. As for the condition of the students of SMAN 4 Palopo for the 2021 academic year, it can be seen in the following table:

Table 4.1 Data: Staf TU SMA Negeri 4 Palopo, 13 September 2021

No.	Kelas	Jumlah siswa		Jumlah
		L	P	
1	I (satu) : IPA	40	62	102
	IPS	33	53	86
2	II (dua) : IPA	30	71	101
	IPS	41	32	73
3	III (tiga) : IPA	51	82	133
	IPS	51	60	111
	Jumlah	246	360	606

Based on the table above, it can be seen that the condition of the students of SMAN 4 Palopo is quite proud. This is inseparable from the community's trust and the teacher's efforts to disseminate information about the existence of SMAN 4 Palopo, this means that SMAN 4 Palopo is not left behind from other schools, meaning that SMAN 4 Palopo does not need to be worried or doubt its superiority and capacity.

2. Types of code-switching carried out by teachers and students in learning English

The bilingual teacher as the subject of this research is one of the main components and has an important role in the teaching and learning process in the classroom. During the teaching and learning process in the classroom, it is very possible for bilingual teachers to choose the code they want to use to communicate. This also triggers teachers to involve themselves in several language phenomena in a multilingual society. The phenomenon of language in question includes the symptoms of switching language use due to changing situations (code-switching). Some of these phenomena can come from within the teacher himself (internally) or from outside himself (externally).[33]

Based on the recorded data during class observations, with teachers and students, the researchers found the use of code-switching in the learning process that uses the types of code-switching, namely; internal sentential code-switching, and

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[33]Adi Nugroho, *Code Switching and Code Mixing in Teacher-Student Communication at SMA Negeri 1 Wonosari Klaten,* (Thesis Yogyakarta State University, 2011), 4

intra sentential code-switching. In this study, the researcher limits code-switching only to English-Indonesian or Indonesian-English code-switching. The classification can be described as follows:

a. Tag code switching

Tag code-switching occurs when bilinguals insert short expressions (tags) from different languages in their speech. From the results of research conducted, there are 10 types of short utterance expressions, namely:[34]

1) T: apa itu **Village?**

2) T: **To bee** itu yang mana?

3) S: **Father** pak subjeknya.

4) T: **Letter** artinya surat

5) T: yang ada didepan kalimat yaitu **Does**.

6) T: mengapa menggunakan **Did?**

7) T: tugasnya kalian sekarang **Write Down** 1-10

8) T: your answer want to yes **atau** no

9) S: kata keterangan **Adverb**.

10) T: apa itu **Match?**

From the results above, it can be seen that teachers and students add short expressions by changing the language from English to Indonesian or Indonesian to English in the English teaching and learning process, this is called tag code-

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[34] Recorded results of teacher and student interactions in class at SMAN 4 Palopo, on September 12, 2021

switching.

b. Inter sentential code switching

Inter sentential code-switching occurs when someone uses English in their expressions by using Indonesian as an explanation of their expressions. From observations, found 8 levels of this type of speech. The result is described as the following example:[35]

1) T: So, what is in English mengirim surat?

2) T: ikuti sebelum saya yang seperti kemarin, repeat after me.

3) T: Siapa yang sudah dapat **rice your hand.**

4) T: give upplause your friend tepuk tangan sudah betul.

5) T: now, open your book to page sixty-eight enam pulu delapan

6) T: the second sentence kalimat yang kedua the first one has been for you

7) T: it's ten fifteen atau bisa juga fifteen past ten

8) T: the time is up apa artinya?

c. Intra Sentensial Code Switching

It was found that intra sentential code-switching from a foreign language was found in sentences in the basic language. From the results of observations, found 7 utterances of this type:

1) T: Ok, perhatikan nak "she is Putri', apa bahasa Indonesianya?

2) T: ok, she has short hair. Dia memiliki rambut pendek.

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[35] Recorded results of teacher and student interactions in class at SMAN 4 Palopo, on September 12, 2021

3) T: ok ok, stop. Ok perhatikan yah.

4) T: oval faceitu apa? Bermuka oval

5) T: why animal become. Apa itu become? Become itu menjadi.

6) T: the lion is the sirkus. Wah brrti singanya sudah jinak.

7) T: write your note. Ditulis nak!

From the results above, it can be seen that teachers and students add short expressions such as inter-sentence clauses by changing the language from English to Indonesian in the English teaching and learning process, this is called Intra-code switching feelings.[36]

After identifying and explaining the list of types of code-switching, the researcher continued to count the number of types of code-switching used during teaching English as a foreign language in the classroom. This aims to determine the percentage of code-switching classification used and the percentage of each type of code-switching. Using it, he can see what type of dominance is found teaching English in the classroom. Researchers calculate code-switching found by the following formula:

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[36] Recorded results of teacher and student interactions in class at SMAN 4 Palopo, on September 12, 2021

Table 4.2 code-switching types, frequency and percentage

	Cs type	Frequence	Percentage
1.	Tag switching	10	40%
2.	Inter sentential	8	32%
3.	Intra sentential	7	28%
	TOTAL	25	100%

From the results above, the researcher knows that the code-switching used in the classification in teaching English is tag cs 10 (40%), inter sentential cs 8 (32%), and intra sentential cs 7 (28%). The dominant type of code-switching is tag code-switching which occurs 10 times (40%).

The interview conducted by Mr. Thomas said that:

"agar siswa lebih tertarik untuk belajar bahasa Inggris dan sekaligus melatih siswa untuk terbiasa dengan bahasa Inggris. Maksudnya dengan menggunakan alih kode, siswa lebih suka dan terbiasa mendengar kata-kata asing, dan lama kelamaan siswa lebih muda memahami materi yang diberikan agar siswa juga lebih aktif berinteraksi dikelas."[37]

In the learning process in the classroom, Mr. Thomas sometimes uses Indonesian, does not directly explain using English, first explains the purpose of the subjects to be taught).

From the results of the interview above, the researcher concludes that Mr. Thomas uses code-switching in his learning process, namely Indonesian to

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[37] The results of an interview conducted with Mr. Thomas, an English teacher at SMAN 4 Palopo, on September 14, 2021

English or English to Indonesian.

The research was carried out with 1 teacher majoring in English at SMA NEGERI 4 Palopo. Teachers accepted to participate in this investigation, and they were told that their information would be kept confidential. As stated earlier, the main purpose of the interview was to get a further explanation about the use by students of code-switching in classroom interactions with students. Apart from that, he also finds out the reasons that lead to his practice. Finally, to obtain valid results, the interview consisted of five questions that covered the objectives of the first problem formulation. Students' perceptions of the use of code switching in classroom interactions.

3. **Students' perceptions towards the use of code-switching in the classroom interaction**

The interaction that the teacher does in the classroom with students using code-switching, the opinions of all students studied regarding the views of each student on code-switching interactions in the classroom, have almost the same understanding as the interview conducted with Nurul, a class XI MIPA 2 student who said that:

> "Saya dapat dengan mudah memahami apa yang dijelaskan oleh guru dalam peralihan bahasa ingris ke bahasa Indonesia pada proses pembelajaran didalam kelas, banyak manfaat yang saya dapatkan diantaranya materi dapat dimengerti dengan mudah misalnya guru menanyakan coba terjemahkan dalam bahasa inggris"[38]

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[38] The results of an interview with Andi Nurul Mutmainna, a student of class XI MIPA 2, on October 28, 2021

From the results of the interviews, the researchers concluded that the above students could easily understand the language transition used by the teacher in the learning process and the many benefits that were obtained by the students.

As an interview conducted with Riska, a class XI MIPA 2 student said that:

> "Bahasa yang digunakan guru dalam pembelajaran adalah bahasa inggris dan biasanya juga menggunakan bahasa Indonesia agar lebih memperjelas materi yang diberikan, adapun mafaat yang saya dapatkan adalah lebih mudah memahami materi ketika guru beralih bahasa dan jika ada kalimat yang tidak saya ketahui maka guru akan menggunakan contoh kalimat bahasa inggris ke bahasa Indonesia"[39]

From the results of the interviews, the researchers concluded that the above students actually wanted to explain that in the teaching and learning process of English in the classroom, two languages were used, namely English and a language that could be understood so that the material presented was clearer and easier.

There are also those who think that code-switching is very helpful in learning by providing examples of sentences in English and translated into Indonesian, as explained by Diwa Arzy, a class XI MIPA 2 student, saying that:

> "Proses peralihan bahasa yang digunakan guru pada pembelajaran bahasa inggris contohnya pada saat mengatakan hadir kami memakai bahasa *"Present ser"* adapun manfaat yang saya dapat ialah menambah wawasan dan ilmu yang tidak saya pahami dalam bahasa inggris"[40]

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[39] The results of an interview with Riska, a student of class XI MIPA 2, on October 28, 2021

[40] Results of an interview with Diwa Arzy, a student of class XI MIPA 2, on October 28, 2021

From the results of the interviews above, the researchers concluded that in the process of learning English when the teacher attends to students by mentioning the names of students, students will answer "present ser (Present sir). Students also benefit from learning English, namely adding insight and knowledge that they do not understand.

Students can involve themselves in interactions that exchange meaning so that teachers can respond in English about vocabulary related to the topics discussed.

Interviews conducted by Tika, a class XI MIPA 2 student, said that:

"Guru menjelaskan atau menerangkan kembali tentang soal yang dijawab benar atau salah, seperti kalimat yang tidak kami ketahui maka pak guru akan menerjemahkannya contoh kalimat 'apakah ayahmu sering mengirim surat?' dan kami akan menerjemahkannya memakai bahasa inggris *do you father always send a letter?*"[41]

From the results of the interviews above, the researchers concluded that the use of code-switching is needed in the teaching and learning process in the classroom to provide an explanation of the material presented by the subject teacher.

The use of language alternately in the interaction of teachers and students in the classroom, when and how a teacher performs code-switching during the

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[41] The results of an interview with Tika Aima Putri Pasisang, a class XI MIPA 2 student, on October 28, 2021

teaching process also determines the success of learning.[42]

B. DISCUSSION

1. Types of code switching

From the findings of the researcher, it can be seen in the results of his research that teachers and students do code switching in the teaching and learning process. In the teaching and learning process carried out by teachers and students in interacting in class, teachers and students use code switching from English to Indonesian and Indonesian to English. From the previous discussion of the problem formulation, the researcher wanted to see the type of code switching used by teachers and students to interact in the teaching and learning process at SMA Negeri 4 Palopo. The types of code switching include tag switching, between sentences and intra sentences. The three types of code switching carried out by teachers and students in interacting in classroom English learning at SMA Negeri 4 Palopo, include tag switching, inter-sentence switching, and inter-sentence switching. And the researcher's findings are seen in the frequency and percentage used by researchers. Of the three types of code switching, where the dominant type of code switching used by teachers and students is tag-switching with 10 frequencies with a percentage of 40%, followed by antar sentential as many as 8 frequencies with a percentage of 32% and then tag switching with 7 frequencies with a

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[42] Tursinawati, *Practical Ways to Speak English for Elementary School Teachers and Students*, (Yogyakarta: CV Budi Utama, 2019), 33

percentage of 28%.

Based on the researcher's observations during the teaching and learning process, the researcher assumes that the use of code switching by the teacher when switching from English to Indonesian, the reason may be to ensure that every student understands what the teacher explains to them or to ensure that all students understand the word, phrase, clause, or sentence under discussion. This is understandable because the essence of teaching is to ensure that every student knows what they should know regarding the material being studied. When the teacher switches from Indonesian to English, the reason may be because the teacher wants to familiarize and see students to know English words or sentences.

Refers to the type of code switching. The dominant code switching used by the teacher is tag switching, this type of code switching occurs when students do not understand the vocabulary or phrases so that the teacher translates the vocabulary or phrases by switching from English to Indonesian. Followed by code switching between sentences, this type of code switching is used by the teacher when inviting students to read the sentences he wrote on the blackboard together. And intra-sentence code-switching, this type of code-switching is used by the teacher to make sure the students really understand the sentence he mentioned earlier.

Based on the results of interviews regarding the opinions of teachers who often use code switching in the teaching and learning process in the

classroom, the teacher's answer is very simple about this, so that students are more interested in learning English and at the same time train students to get used to English. It means that by using code switching, students prefer and are accustomed to hearing foreign words, and over time students are easier to understand the material provided so that students are also more active in interacting in class.

2. **Student perception towards the use of code-switching in the classroom interaction**

Regarding students' perceptions of code switching used by teachers in the teaching and learning process in English classes, students said in interviews conducted that teachers in their teaching use code switching from English to Indonesian and Indonesian to English. Furthermore, students said that the code switching used by the teacher in the teaching and learning process in the classroom was very useful because it could help us understand the material taught by the teacher. Furthermore, students said that the process of code switching is used by the teacher when translating words or sentences in the teaching and learning process. These results support what Andi Patmasari (2005) said that code switching can be used as a good and useful strategy in classroom interaction if the goal is to clarify the material and transfer knowledge to students in an efficient manner.

Students benefit more from teachers who use code switching in their teaching, namely from English to Indonesian and Indonesian to English. but

students also convey to researchers to convey to teachers who teach not also in teaching English, all in Indonesian, meaning that English is more than Indonesian so that the material presented gets points from the material presented by the teacher.

The results of this study indicate that the use of code switching in interacting is a means for teachers and students in the teaching and learning process in the English class. With the aim of transferring knowledge and developing students' knowledge of the English language.
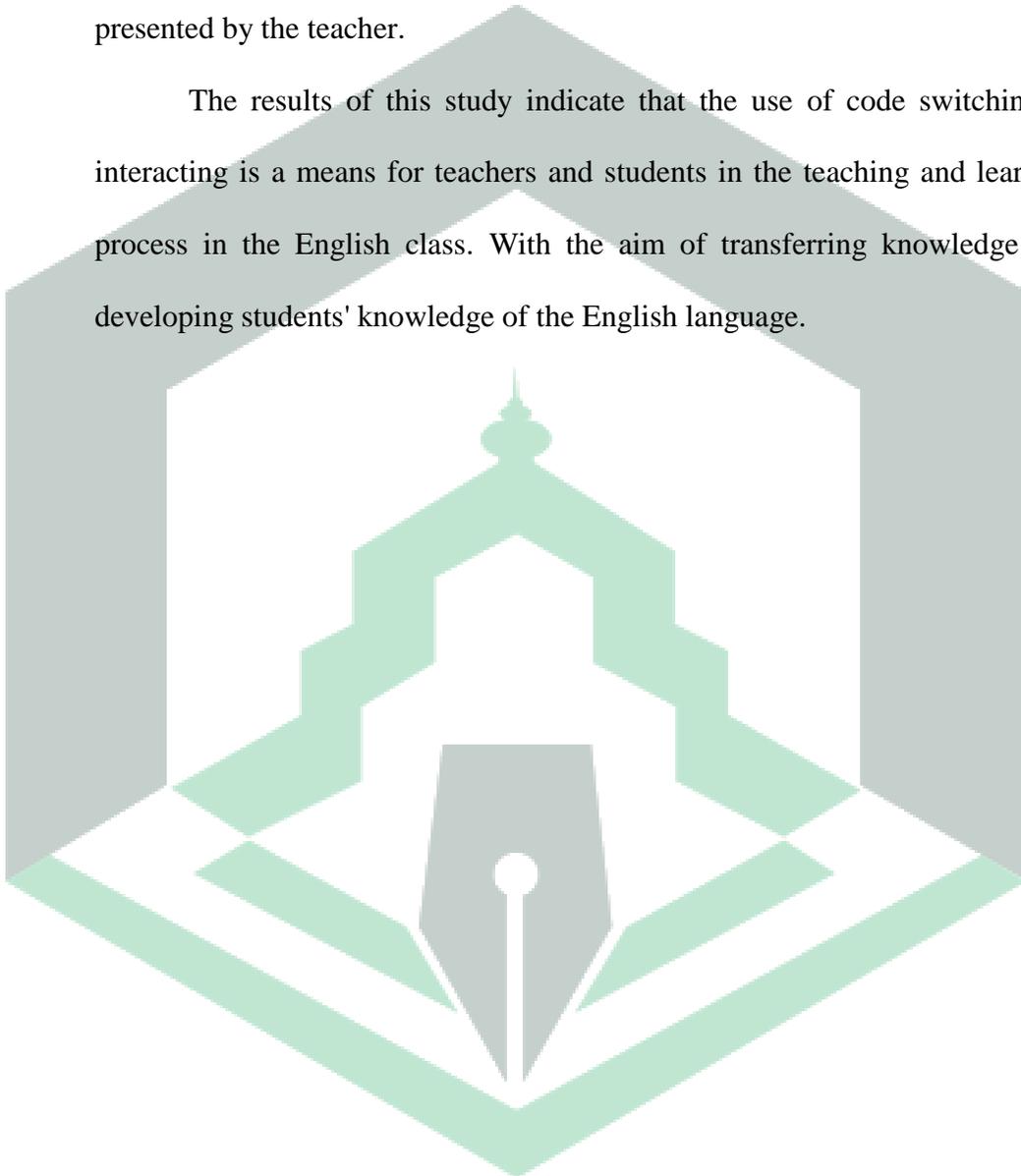
CHAPTER V
CONLUSION AND SUGGESTION

A. Conclusion

This research was conducted on the English teacher of SMA Negeri 4 Palopo in relation to the use of code-switching in English classroom teaching. Based on the result the research it was found from three types Code-Switching use by the English teacher at SMA Negeri 4 Palopo in classroom teaching, they were tag switching, inter sentential switching, and intra sentential switching, and the teacher perceives the used Code-Switching in English teaching is helpful whether is from Indonesian-English or English-Indonesian since it helps the students to understand deeply about the teaching material, but even so, the teacher should use it only when it is necessary.

B. Suggestion

After conducting and analyzing the research, the researcher can give some suggestions to the following person:

1. English Teacher

    English teachers can be advised to use code-switching in their English teaching to make it easier for students to understand the teaching material.

2. Further research

    Further research who is interested in conducting research related to the use of code-switching are suggested to be analyzed with a different topic because

there are many other objects such as speeches, novels, TV program. Hopefully, the research can be a useful source for further research related to this discussion. This also another is of view in conducting linguistic research.

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TU staff of SMA NEGERI 4 Palopo, school profile, 13 september 2021

Recorded results of teacher and student interactions in class at SMAN 4 Palopo, on September 12, 2021

The results of an interview conducted with Mr. Thomas, an English teacher at SMAN 4 Palopo, on September 14, 2021

The results of an interview with Andi Nurul Mutmainna, a student of class XI MIPA 2, on October 28, 2021

The results of an interview with Riska, a student of class XI MIPA 2, on October 28, 2021

The Results of an interview with Diwa Arzy, a student of class XI MIPA 2, on October 28, 2021

The results of an interview with Tika Aima Putri Pasisang, a class XI MIPA 2 student, on October 28, 2021

APPENDICES
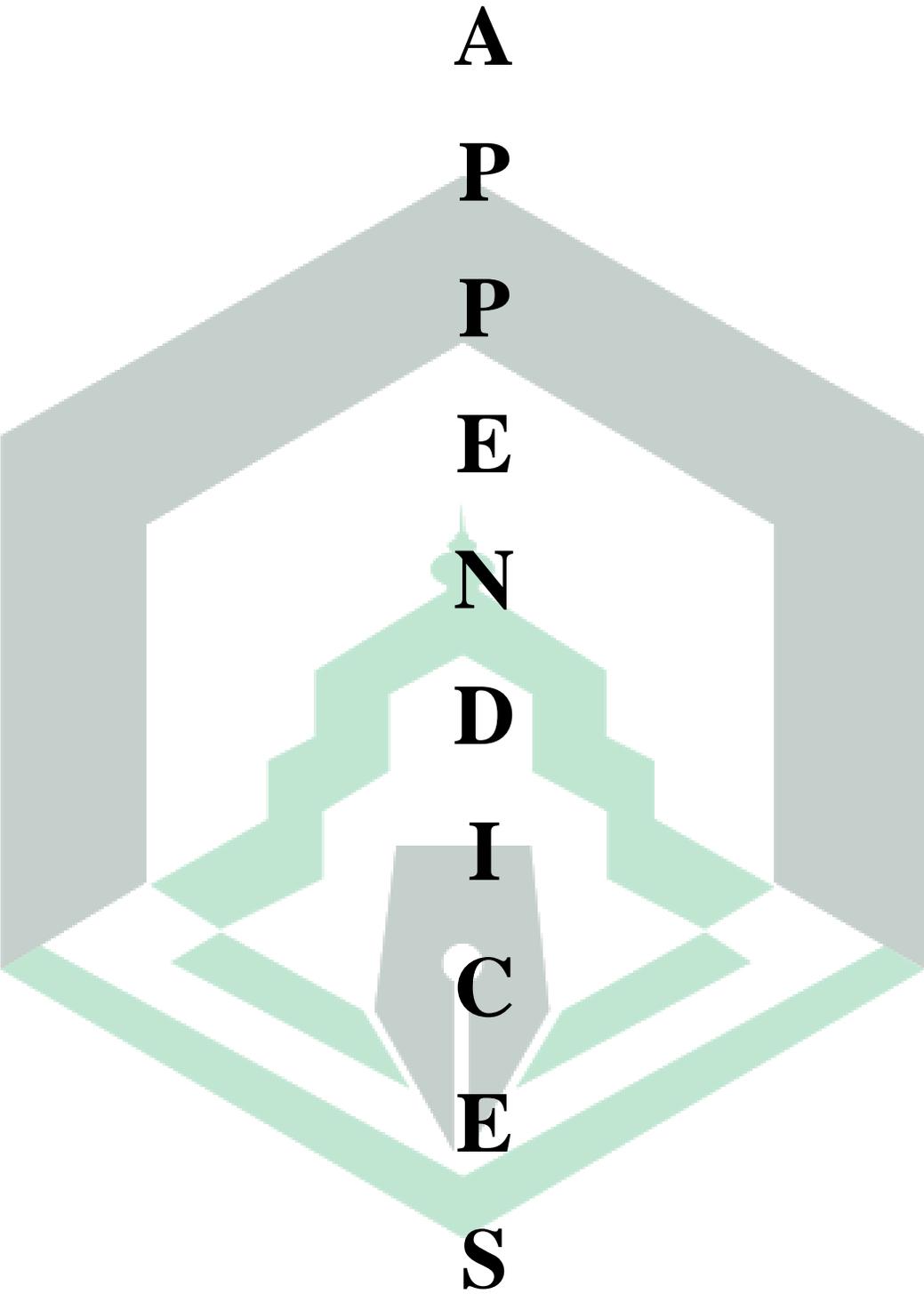
APPENDEX I

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo – Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 632/IP/DPMPTSP/IX/2021

ASLI

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wawenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: WARDI
Jenis Kelamin	: Laki-Laki
Alamat	: Jl. Datuk Sulaiman Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 15 0202 0135

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

CODE SWITCHING ON TEACHER-STUDENT CLASSROOM INTERACTION SMAN 4 PALOPO

Lokasi Penelitian	: SMA NEGERI 4 PALOPO
Lamanya Penelitian	: 07 September 2021 s.d. 07 Desember 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 07 September 2021
plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

APPENDEX II

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/   -UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo**, menerangkan bahwa :

N a m a	:	**WARDI**
NIM	:	**150202 0135**
Tempat / Tgl. Lahir	:	**Latowu.12 November 1995**
Jenis Kelamin	:	**Laki-Laki**
Program Studi	:	**Pendidikan Bahasa Inggris**
Alamat	:	**Jl. Datok Sulaeman, Kota Palopo**

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo**, terhitung mulai tanggal 07 September s/d 07 Desember 2021, guna melengkapi Skripsi yang berjudul :

"CODE SWITCHING ON TEACHER –STUDENTS CLASS ROOM INTERACTION SMAN 4 PALOPO".

Demikian Surat Keterangan Penelitian ini di buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 14 Desember 2021
Kepala UPT,
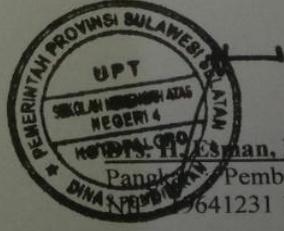
Drs. H. Esman, M.Pd
Pangkat Pembina Utama Muda
NIP. 19641231 198903 1 242

APPENDEX III

KETERANGAN WAWANCARA

Nama   : Wardi

Nim   : 15 0202 0135

Prodi   : Pendidikan Bahasa Inggris

Alamat   : Jln. Bitti, Kel. Balandai, Kota Palopo

Benar bahwa mahasiswa tersebut namanya diatas telah melakukan wawancara di SMA Negeri 4 Palopo, dengan judul Skripsi: **"CODE SWITCHING ON TEACHER-STUDENT CLASSROOM INTERACTION SMAN 4 PALOPO".**

Dengan informan:

Nama   : Audrah Rezny Perdanah

Umur   : 15 tahun

Pekerjaan : Siswa

Alamat   : Salutete.

Palopo,   Oktober 2021

Audiah Rezny P.

KETERANGAN WAWANCARA

Nama   : Wardi
Nim   : 15 0202 0135
Prodi   : Pendidikan Bahasa Inggris
Alamat   : Jln. Bitti, Kel. Balandai, Kota Palopo

Benar bahwa mahasiswa tersebut namanya diatas telah melakukan wawancara di SMA Negeri 4 Palopo, dengan judul Skripsi: **"CODE SWITCHING ON TEACHER-STUDENT CLASSROOM INTERACTION SMAN 4 PALOPO"**.

Dengan informan:

Nama   : HABIL
Umur   : 16
Pekerjaan   : sekolah
Alamat   : Jln bitti

Palopo,   Oktober 2021

Habil

KETERANGAN WAWANCARA

Nama   : Wardi

Nim   : 15 0202 0135

Prodi   : Pendidikan Bahasa Inggris

Alamat   : Jln. Bitti, Kel. Balandai, Kota Palopo

Benar bahwa mahasiswa tersebut namanya diatas telah melakukan wawancara di SMA Negeri 4 Palopo, dengan judul Skripsi: **"CODE SWITCHING ON TEACHER-STUDENT CLASSROOM INTERACTION SMAN 4 PALOPO".**

Dengan informan:

Nama   : Diva ary

Umur   : 15 th

Pekerjaan   : Pelajar

Alamat   : Jl. cakalang Ex andi Teuri ijeng

Palopo,   Oktober 2021
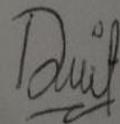
Diwa ary

KETERANGAN WAWANCARA

Nama   : Wardi

Nim   : 15 0202 0135

Prodi   : Pendidikan Bahasa Inggris

Alamat : Jln. Bitti, Kel. Balandai, Kota Palopo

Benar bahwa mahasiswa tersebut namanya diatas telah melakukan wawancara di

SMA Negeri 4 Palopo, dengan judul Skripsi: **"CODE SWITCHING ON**

TEACHER-STUDENT CLASSROOM INTERACTION SMAN 4 PALOPO".

Dengan informan:

Nama   : Andi nurul mutmainna

Umur   : 18 tahun

Pekerjaan : Pelajar

Alamat : Jl. bakau balandai

Palopo,   Oktober 2021
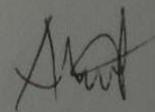
Andi nurul mutmainna

KETERANGAN WAWANCARA

Nama   : Wardi

Nim   : 15 0202 0135

Prodi   : Pendidikan Bahasa Inggris

Alamat   : Jln. Bitti, Kel. Balandai, Kota Palopo

Benar bahwa mahasiswa tersebut namanya diatas telah melakukan wawancara di SMA Negeri 4 Palopo, dengan judul Skripsi: **"CODE SWITCHING ON TEACHER-STUDENT CLASSROOM INTERACTION SMAN 4 PALOPO".**

Dengan informan:

Nama   : RISKA

Umur   : ~~17~~ tahun

Pekerjaan : Pelajar

Alamat   : Jln. bitti, balandai

Palopo,   Oktober 2021
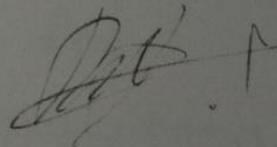
RISKA.

KETERANGAN WAWANCARA

Nama   : Wardi

Nim   : 15 0202 0135

Prodi   : Pendidikan Bahasa Inggris

Alamat   : Jln. Bitti, Kel. Balandai, Kota Palopo

Benar bahwa mahasiswa tersebut namanya diatas telah melakukan wawancara di SMA Negeri 4 Palopo, dengan judul Skripsi: **"CODE SWITCHING ON TEACHER-STUDENT CLASSROOM INTERACTION SMAN 4 PALOPO".**

Dengan informan:

Nama   : NABILA DEWI

Umur   : 16 Thn

Pekerjaan   : Pelajar

Alamat   : Jl. gagak II

Palopo,   Oktober 2021

KETERANGAN WAWANCARA

Nama : Wardi

Nim : 15 0202 0135

Prodi : Pendidikan Bahasa Inggris

Alamat : Jln. Bitti, Kel. Balandai, Kota Palopo

Benar bahwa mahasiswa tersebut namanya diatas telah melakukan wawancara di SMA Negeri 4 Palopo, dengan judul Skripsi: "CODE SWITCHING ON TEACHER-STUDENT CLASSROOM INTERACTION SMAN 4 PALOPO".

Dengan informan:

Nama : Tika aima Putri Pasisang

Umur : 16 tahun

Pekerjaan : Pelajar

Alamat : Capkar

Palopo,   Oktober 2021
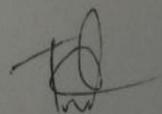
Tika aima Putri Pasisang

APPENDEX IV

VISI SMA NEGERI 4 PALOPO

UNGGUL DALAM PRESTASI BERDASARKAN IMTAQ, TERAMPIL, MANDIRI SERTA BERWAWASAN LINGKUNGAN DENGAN TETAP BERPIJAK PADA BUDAYA BANGSA

MISI SMA NEGERI 4 PALOPO

1. MENANAMKAN KEIMANAN DAN KETAQWAAN MELALUI PENGALAMAN AJARAN AGAMA
2. MENGOPTIMALKAN PEMBELAJARAN UNTUK MENDORONG PENINGKATAN MUTU PESERTA DIDIK
3. MENGEMBANGKAN BUDAYA MUTU BERDASARKAN MINAT, BAKAT DAN POTENSI PESERTA DIDIK
4. MEMBINA KEMANDIRIAN PESERTA DIDIK MELALUI KEGIATAN PEMBIASAAN, KEWIRAUSAHAAN YANG TERENCANA DAN BERKESINAMBUNGAN
5. MEMBANGUN SIKAP PEDULI DAN BUDAYA LINGKUNGAN WARGA SEKOLAH
6. MENJALIN KERJASAMA YANG HARMONIS ANTAR WARGA SEKOLAH DAN LEMBAGA LAIN

2021.10.28 09:23

2021.10.28 09:23

2021.10.28 09:38

2021.10.28 10:10